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TASKS OF PUBLIC HIGH SCHOOL EDUCATION:

OPINIONS OF ACADEMIC AND VOCATIONAL TEACHERS

AND SELECTED MEMBERS OF THE PUBLIC

by



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A THESIS

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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Tasks of Public High School Education: Opinions of Academic and Vocational Teachers and Selected Members of the Public" submitted by Gertrude Elaine Pritchard in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The Tasks of Public Education Opinionaire was used in this study to investigate the opinions of teachers in vocational schools and a sample of members of the public attending extension classes in the city of Edmonton. The rankings of the sixteen tasks in the Opinionaire by these two groups were compared with ones made by teachers and public in 1958 (Andrews) and principals (AuCoin, 1957). Factors affecting the choices of the teachers and the public were also examined to determine the effect on the rankings. These factors included age, sex, years of education, income, major area of teaching, years of teaching, and school in which the respondent taught.

Selected Findings

As in 1958, teachers and public in 1968 considered the intellectual tasks of education of primary importance. These intellectual tasks were followed in importance by those of the social and personal dimensions. Although both the teachers and the public in 1958 and 1968 considered the tasks of the productive dimension to be the least important, the public in both studies ranked the productive tasks in higher positions than the teachers. Teachers in 1968 did, however, rank the productive tasks in a slightly higher position than the teachers in 1958.

The age of the teacher had the most significant effect on the ranking of the Tasks of Public Education. Older teachers tended to place more importance on the intellectual tasks. Teachers of vocational subjects showed a significantly higher ranking for the productive tasks of education.

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CHAPTER I

THE THESIS PROBLEM

I. INTRODUCTION

Until the latter part of the nineteenth century, education was for the privileged few. It was usually provided under the auspices of a religious organization and usually consisted of memorizing textbooks in subjects such as Latin, grammar, geometry, and mathematics (Butts, 1955). If the children of the lower classes received any education at all, it consisted of religion and morals, along with skills in reading sufficient to read the Bible.

A number of events occurred in the late 1800's and early 1900's to change the direction, form, and content of education in Canada. Educational philosophers in Europe and the United States began questioning the value of the grammar school education and the effect of treating children as young adults. The growing economy of the country with its democratic ideals of equality produced a middle class who demanded that their children have as equal a right to an education as the privileged few. They did not want their children to receive the usual classical education and demanded that the curriculum have some relevance to the world in which their children would have to live and work.

Because of these concerns, the public was given an active role to play in determining educational policies. In Canada, the British North America Act of 1867 gave the provinces the responsibility for education. The provinces, in turn, delegated this authority, in part,

to local elected school boards.

The writings of John Dewey, an American educator, expressed the purposes of education in Alberta from the 1930's to the present. (Philips, 1957) He advocated an educational system that included social and individual goals. These social goals were similar to those in society and thus, should have reflected the changes taking place in it. He noted that the application of science to production, distribution and communication, had created great social changes and the schools should be helping the student to understand and cope with these changes. For Dewey, the main function of education was teaching the student how to think so that new experiences and problems could be solved by the use of the lessons learned from past experiences. These past experiences, to be meaningful, would have had to be of interest to the student. Therefore, Dewey emphasized the need for a child-centered curriculum which included both the manual and fine arts as a means of teaching the formal subjects. Education became an activity for the child whose level of maturity, interests and abilities were all considered.

By the 1940's Alberta had made many far-reaching changes in the school program, based on the philosophy of Dewey. Schools were termed progressive and the enterprise method of teaching was the one prescribed by the Department of Education. (Hodgson, 1964) Most school programs contained core and elective subjects. The programs introduced in the 1940's were continued without any major changes until the late 1950's. However, not all parents or teachers were satisfied with these changes. As a result, the government felt the need to hear the public's view on

the directions for education in the following decade. In 1957 a Royal Commission on Education (Alberta, 1959) was established by the Alberta Government.

One of the briefs submitted to this Commission resulted in wide-ranging changes in Alberta's educational system. This brief, submitted by Andrews (University of Alberta, 1959), The Tasks of Alberta Schools: Public and Professional Opinion, was the result of a study carried out in 1958-59. The study pointed out the wish of the general public for more emphasis on job preparation (as opposed to university preparation).

Andrews (1959), found that the higher the education level of the individual, the lesser the importance placed on the tasks of education considered to be vocational. The respondents in Andrews' study with the higher educational level included teachers and members of the Faculty of Education, University of Alberta. The public, in general, desired more emphasis (shown by higher ranking) on the practical things of education (as opposed to intellectual).

From 1961 to 1969, with the introduction of vocational education in Alberta senior high schools, the provincial government spent \$126,725,120.00¹ in the high school area. At present, more facilities, including community colleges with vocational courses, are being planned for the taxpayers' support. This continued expansion was indicated by the Minister of Education in his February, 1970 announcement of new university community and college facilities.

¹

Verified by Department of Education records.

The money spent by the federal and provincial governments in the past eight years has led to the establishment of many new programs in vocational education in composite high schools. As a result of these programs, vocational teachers were added to high school staffs. This study investigated the opinions held by teachers of both vocational and academic subjects regarding the priorities of the tasks of education. As an added dimension, a sample of public opinion from adults who had contact with vocational facilities was also included.

II. THE PROBLEM

The teachers sampled in Andrews' study in 1958-59 had not had any contact with vocational education in senior high schools as introduced to Alberta in 1963. Since 1963, when the first vocational facilities were opened in the city, teachers have had first hand experience with these facilities and the students taking courses in these areas. Vocational teachers, who have had years of experience in the business world, may view the priorities of education from the dual outlook of the requirements of business and education.

The Tasks of Public Education Opinionnaire used by Andrews in 1958 divided the tasks of secondary education into four major categories: intellectual, social, personal, and productive.

The intellectual dimension contained the following four tasks:

1. a fund of information about many things
2. efficient use of the 3 R's for acquiring and communicating knowledge
3. the habit of weighing facts and imaginatively applying them to the solution of problems
4. continuing desire for knowledge.

The social dimension contained the following tasks:

1. a feeling for people and their ability to live and work in harmony
2. an understanding of government and a sense of civic responsibility
3. loyalty to Canada
4. knowledge of world affairs and inter-relationships among peoples.

The personal dimension included the following:

1. a well cared for, well developed body
2. an emotionally stable person
3. a sense of right and wrong
4. enjoyment of cultural activities.

The productive dimension contained these four tasks:

1. information and guidance for wise occupational choice
2. training for job placement
3. homemaking and handyman skills related to family life
4. management of personal finances and wise buying habits.

III. STATEMENT OF THE PROBLEM

Teachers sampled in Andrews' study in 1958 placed low importance on the tasks of the productive dimension, as shown by their rankings. The highest importance was placed on the tasks of the intellectual dimension. The purpose of this study was to determine whether there had been any change in the rankings of the teachers during the past ten years, and in particular, to determine the importance placed on the tasks of the productive dimension since the introduction of vocational education in senior high schools.

Sub-Problems

In addition to the major problem investigated, answers were sought regarding the following questions:

1. Were there differences in the rankings of the Tasks of Public Education by the teachers and the public in 1968?
2. Were the rankings of the teachers and a public sample in 1968 closer to concurrence than in 1958?
3. Were there differences in the rankings of the Tasks of Public Education by the principals in Alberta (AuCoin, 1967) and teachers in 1968?
4. Did the following variables have any relation to the rankings of the teachers in 1968:
 - (a) age
 - (b) sex
 - (c) years of education
 - (d) income
 - (e) years of teaching
 - (f) type of subject taught
 - (g) school in which they taught?

Statement of Hypotheses

The following hypotheses were tested:

1. There is no change in the ranking of the tasks of education made by teachers in 1958 and 1968.
2. There is no difference in emphasis in the ranking of the tasks of education made by teachers of academic and vocational subjects.
3. There is no difference in emphasis in the ranking of the tasks of education made by teachers and public in 1968.

4. There is no difference in emphasis in the ranking of the tasks of education made by principals in Alberta (AuCoin, 1967) and teachers in 1968.
5. There is no closer congruence in the ranking of the tasks of education by the teachers and the public in 1968 when compared to the ranking made by the teachers and public in 1958.
6. There is no significant difference in ranking the importance of the tasks of education based on the age of the teachers.
7. There is no significant difference in ranking the importance of the tasks of education based on years of teaching.
8. There is no significant difference in ranking the importance of the tasks of education based on the major subject area taught, classed as academic or vocational.
9. There is no significant difference in ranking the importance of the tasks of education based on income of the teacher.
10. There is no significant difference in ranking the importance of the tasks of education based on years of education of the teacher.
11. There is no significant difference in ranking the importance of the tasks of education based on the sex of the teacher.
12. There is no significant difference in ranking the importance of the tasks of education by the public and the teachers.
13. There is no significant difference in ranking the importance

of the tasks of education by teachers from each of the three schools sampled.

IV. IMPORTANCE OF THE STUDY

Educational institutions depend on the public for financial as well as moral support. Many expensive changes have occurred in education since the report of the Cameron Commission was published in 1959. It would seem reasonable that unless both the public and teachers understood the nature of these changes and the benefit of these changes to society, this financial and moral support would become more grudgingly given. Election of school board members who would not support these increased costs could be the ultimate result. In addition, plebiscites called by school boards to support these new programs might not receive support if the teachers, who would have to act as public relations personnel, did not understand and support the programs.

The majority of costs of vocational education for Alberta schools at the senior high school level were borne by the federal government from 1961 to 1965. This meant that the costs were spread to every taxpayer in Canada. However, in 1965 the federal government ended its agreement with the provinces, and each province, by 1967, was required to pay the full cost for new programs and maintenance of established ones. This meant increased per capita cost in this province because of the relationship between high expenditure on vocational education and low population.

School boards are having to face the problem of priorities in their educational programs to meet the decreased provincial support in

the next three years. The instructions to the respondents in The Tasks of Public Education Opinionaire seemed to have particular relevance to the current situation. These instructions to the respondents pointed out the fact that whether or not the respondent had a student in school, his taxes and his vote support influence educational policies. He was asked to assume that the public school system, for financial reasons, found it necessary to decrease the number of functions or services it could perform. The school board was requesting help in determining the most important tasks of the school to aid in cutting back in areas which could be handled by other institutions such as the church and the home.

The instructions to teachers asked them to arrange the sixteen tasks listed in the Opinionaire in order of importance as emphasized in their classroom so that the board might have help in determining the most important tasks of the school.

V. DELIMITATIONS

The delimitations of this study were:

1. The sample of teachers was delimited to those in the three schools containing vocational facilities operated by the Edmonton Public School Board.
2. The sample of public opinion was delimited to adult students attending night classes at Victoria Composite High School.

VI. LIMITATIONS

The delimitation of the teacher sample to senior high schools containing vocational facilities limits the application of the findings to teachers in similar vocational high schools.

The delimitation of the public sample limits the application of the findings to those members of the public who are involved with education on an upgrading basis or as enrichment.

VII. ASSUMPTIONS WITH RESPECT TO THE OPINIONAIRE

1. It was assumed that The Tasks of Public Education Opinionaire possessed the degree of validity and reliability necessary for this study.
2. It was assumed that the questions were answered accurately and in good faith by the respondents in this study.

VIII. DEFINITIONS

For purposes of this study the following terms are used with the meaning noted:

Vocational education: shop and academic education resulting in entry skills in an occupational cluster. In senior high schools in Alberta, vocational education is a program which combines a half day of education in a shop area combined with a half day program in other academic and elective subjects. Completion of the grade twelve program may provide a student with entrance to a technical institute, university, the apprenticeship program

or job in a related occupational cluster.

IX. METHODOLOGY

The Tasks of Public Education Opinionaire was administered to three hundred and forty-four teachers in three vocational high schools in Edmonton and to a sample of the adult students (110) attending night classes at Victoria Composite High School. The respondents were asked to complete the questions regarding personal data which was part of The Tasks of Public Education Opinionaire and can be found in the Appendix A. They were asked to sort the sixteen tasks provided in order of importance by placing the most important task in category one and the least important in category seven. The next two most important and two least important tasks were placed in categories number two and six respectively; the next three most important tasks and the three least important tasks were placed in categories three and five respectively. The remaining four tasks were placed in category four. The public was asked to sort these tasks on the basis of their opinion of their importance; the teachers were asked to sort them on the basis of their importance as practised in their classroom.

For each task a frequency distribution of the seven categories was formed and the median for each distribution was determined. The tasks were then ranked according to the value of the medians. The variability from the median for each group of respondents for each task was determined. The following comparisons were made:

ranking of teachers in 1958 (Andrews) and 1968

ranking of public in 1958 (Andrews) and 1968

ranking of teachers and public in 1968

ranking of teachers in 1968 and principals (AuCoin, 1967).

The hypotheses related to the personal variables of age, sex, years of education, income, years of teaching, major subject area taught, and school in which the respondent taught, were tested for statistical significance by the application of the Kolmogorov-Smirnov chi-square test.

CHAPTER II

REVIEW OF THE LITERATURE

The literature concerned with the development and effect of vocational education in Alberta will be discussed under the following sections:

History of Vocational Education in Alberta

Objectives of Vocational Education

Financing and the Public

Sampling Opinion on The Tasks of Education.

I. HISTORY OF VOCATIONAL EDUCATION IN ALBERTA

In Alberta, from 1885 to 1892 the aims of education were listed by Hodgson (1964) as follows:

Intellectual Development

Physical Health

Aesthetic Development

Religious Knowledge and Development

Vocational Preparation

Mental Health

Morality and Good Character

Social Behavior

Preparation for Home and Family Life

Development of Citizenship.

The vocational preparation noted as the fifth aim was for students who planned to become teachers. It consisted of two subjects--bookkeeping and agriculture.

By 1902, mental health had been dropped from the aims. Hodgson (1964) stated that it was evident from the government publications that the study of Agriculture and Domestic Economy was theoretical rather than practical. The emphasis was on the learning of principles, rather than concern with their application.

Courses in Manual Training and Domestic Science were introduced in Alberta between 1905 and 1912. They were intended as general education. However, one of the aims of these courses was to help develop the talents of the individual and thus give the student an indication of future vocations.

Between 1913 and 1920, the enrollment in high schools increased and changes in the formal curriculum had to be made to accommodate the needs of a wide range of students. The Department of Education made a major revision in the educational system. Courses in Domestic Science, Manual Training, and Agriculture were extended into the high school. Commercial subjects were expanded to include Business Forms, Typing, Commercial Law, and Commercial Correspondence.

The Department of Education also authorized courses in 1913 (Hodgson, 1964) for students who would not be going to University or to Normal School for teacher training. The business courses led directly to jobs. Other subjects offered were: sewing, household economy, printing, and woodwork.

Between 1922 and 1936, another major revision of the curriculum for Alberta took place. Six routes to graduation were established at the high school level. These were: Normal Entrance, Matriculation, Agricultural, Commercial, Technical, and General. The purpose of these routes was to make provision for the individual student's interests and capacities. Technical and business schools were established by the Department of Education. Some of the usual "formal" high school subjects were also included. Hodgson (1964) indicated that the changes during this period appeared to be related to the general public's attitude that one of the major functions of the school was to help young people find a place in a changing and complex society.

Between 1936 and 1963 the aims of education remained much the same. These aims were listed (Hodgson, 1964) as follows:

Intellectual Development

Physical Health

Aesthetic Development

Religious Knowledge and Development

Vocational Preparation

Mental Health

Morality and Good Character

Preparation for Home and Family Life

Development of Citizenship.

In a study of the development of technical-vocational training in Alberta, Lowe (1963) referred to a Federal Royal Commission of 1913 which recommended vocational education in secondary schools and led to assist-

ance to agricultural schools in Alberta. The province continued to receive federal aid in this area until the 1930's, when the depression necessitated cuts in budgets of all governments.

However, by the 1950's the federal government decided to increase its involvement in the promotion of vocational education through its Department of Labour. Unemployment was high because of a recession in the economy and the number of enemployable unskilled labourers were becoming expensive additions to welfare and enemployment insurance rolls. The Vocational Schools' Assistance Agreement (1955-1957) and the Vocational and Technical Training Agreement No. 2 (1959-1964) provided large sums of money to the provinces without having to be matched by the provinces for the institution of courses in vocational education. It was understood at the time of the agreements that when the programs were established the full cost of buildings and equipment and expansion of programs would be returned to the provinces. Vocational education was defined by the federal government as programs in which the student spent fifty percent of his time in the vocational area at an education level above Grade Nine.

Because of a general public concern with educational objectives, a Royal Commission on Education was established by the Alberta government by an Order-in-Council dated December 31, 1957. The Commission examined 189 briefs which were submitted by industry, educators, and other interested groups on the state of Alberta's educational system. A brief summary of the Commission's findings that related to the area of vocational education are listed below. The numbers in parenthesis refer to the Commission's recommendations that support the statement.

The Royal Commission on Education (1959) recommended that:

1. The curriculum must allow for differentiation of all levels of the school if pupils are to be retained for a minimum of ten years (19, 29).
2. Public opinion suggests more emphasis was desired upon occupational guidance, training for a specific job, management of personal finances, and homemaking and handyman skills (17, 33, 80, 102, 120).
3. A clear cut distinction be made between vocational education and industrial arts. Courses must not attempt to serve a dual function (101, 102, 103).
4. Industrial Arts offerings be elective, allowing student and parental choice, as to exploratory courses desired (89, 100).
5. Vocational education must develop saleable skill and knowledge acceptable to industry (101, 102).
6. Vocational education be limited to decentralized regional centers and not an offering of every school (28, 103, 120).
7. Terminal programs be devised for pupils who by ability or disposition will leave school after age sixteen (29, 30).

With publication of the Royal Commission report and publicity given by the federal government to the money available for vocational education, Alberta started a building program for eleven new vocational schools, as well as extensions to existing schools. (Lowe, 1963)

During this period of time more emphasis was placed on the aim for vocational preparation. The half day program in vocational education was introduced in 1961. To accommodate the large credit value, accumulated at the grade twelve level, (35 to 40 credits) the course requirements for a High School Diploma were reduced in English and Social Studies.

In the 1968 term, Edmonton had three high schools offering vocational courses. Two other schools were offering restricted

vocational programs. One additional composite school offering vocational courses is planned for completion in the fall of 1970.

II. OBJECTIVES OF VOCATIONAL EDUCATION

The Department of Education of Alberta Senior High School Handbook lists four major general objectives for schools. One of the four listed is relevant to the objectives of vocational education.

The school must help each Alberta youth to develop those understandings and attitudes that will make him an intelligent and productive participant in economic life; and assist him to develop saleable skills, or prepare for post-secondary vocational training. The youth should

- (i) Become familiar with the range of vocational opportunities open to him
- (ii) Learn how to take full advantage of the school and extra-school guidance services
- (iii) Achieve an acceptance of his own capacities as indicated by professional analysis of interests, socio-economic status, aptitude, personality, and native intelligence.

Therefore, Alberta educational policy indicated that vocational education was to be part of the total education of the student.

The United States has had vocational education since the Smith-Hughes Act of 1917. Barlow (1967) who was a staff director of the Presidential Advisory Council on Vocational Education, in reviewing the underlying principles of vocational education in the United States suggested that:

Vocational education was created by society for its own benefit. Its design is socio-economic; its major concern the well-being of people, with a focus on their occupational life.

In reviewing the educational problems in Canada in the Centennial Year, H. T. Coutts (December, 1966), Dean of the Faculty of Education, University of Alberta, listed the most pressing problem as the adaptation and revision of educational theory and practise to adapt to the urbanization of Canadian society. He listed as the second most important problem the adequate preparation of Canadians to make a living and to learn how to save time for living.

Thus, the objectives of vocational education can be summarized as:

1. development of skills which will lead to jobs
2. a broad general education to permit further development of skills
3. the ability to adapt to our changing society.

III. FINANCING AND THE PUBLIC

The British North American Act gave the provinces jurisdiction over education and the costs thereof. However, as noted above, by the Vocational-Technical Training Agreements, the federal government increased the incentive for the development of vocational education in the provinces. After 1965, when the agreements ended with the federal government, the full costs were borne by the provinces. However, regardless of who paid the bill, the taxpayer in each province ultimately paid the costs.

By 1964, Alberta and the federal government had spent a total of 50 million dollars (Canada, 1964) on vocational education in Alberta.

The total bill for Alberta for the year ending 1968 for high schools¹ was \$126,728,120.00 . This expenditure covered the cost of construction, equipment, and some of the teacher-training necessary over a period of seven years.

To bring the costs into greater perspective, the cost of vocational education to the Edmonton Public School Board during the fiscal year of 1968 are listed below:

Cost of vocational supplies	\$ 220,600.00
New equipment, repair and maintenance of vocational shops	90,000.00
Vocational bursaries (42 in number)	<u>38,000.00</u>
TOTAL	348,600.00
Number of vocational students	15,080
Cost per pupil	220.00

This cost does not include capital costs, the cost of salaries, nor the administrative costs. The Foundation Program of the Government of Alberta (1966) recognized the added cost of vocational education by allowing an extra \$150.00 per vocational pupil and \$1,500.00 per shop (approximately \$35.00 per pupil) as a part of the total grant. It has cost the taxpayers approximately one additional dollar per school day for each vocational student. Over the past years the budget for education has been an increasing percentage of the total budget needed for all governments: local, provincial, and federal. At the local level, the amount of money spent on education is determined by the school board members elected by the public.

¹

Verified by Department of Education records.

L. S. Wicks (1966), past president of the Canadian School Trustees Association, stated that the public was being excluded from the decisions being made regarding education. He has said that in the past the public was informed of the payments for education. Wicks (1966) stated:

We must constantly evaluate, experiment and recheck to assure ourselves and the public generally that we are getting full value of the educational dollar and that we are equipping our children for the world in which they must live. They are our dollars and our children.

On the basis of the public opinion reflected in the Cameron Commission report, the Department of Education has built many vocational schools and equipped them at great cost to the taxpayer. It is interesting to note that a proposed revision of the School Act will give the public a direct say in the costs of education. The proposal is that a plebiscite be called for the approval of expenditures above an amount predetermined by the Department of Education. For example, the Edmonton Public School Board estimates that it will have to call a plebiscite for the 1971-72 term for seven million dollars above that amount supplied by the Department of Education Foundation Program to continue programs and projects currently in operation. Therefore, it follows that a well informed public sympathetic to all types of education is necessary if plebiscites are to be approved.

IV. SAMPLING OPINION ON THE TASKS OF EDUCATION

Development of the Tasks of Public Education Opinionnaire

The Tasks of Public Education Opinionnaire was constructed by a group of researchers at the Midwest Administration Center of the University of Chicago to ascertain public opinion on the priorities of the aims of education as seen by the public (Downey, 1960). These researchers surveyed the literature on objectives of education from the time of Horace Mann to 1959. They found that many of the statements of educational objectives were similar to each other and many others redundant. It was also found necessary to separate the objectives for elementary and secondary students. After the compilation, the list of objectives was reduced to sixteen for each level by eliminating duplications and combining those objectives with similar meanings.

These sixteen objectives included in the high school section were stated in the form of sixteen performance tasks as follows in

The Tasks of Public Education Opinionnaire:

1. A fund of information about many things.
2. Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge.
3. The habit of weighing facts and imaginatively applying them to the solution of problems.
4. A continuing desire for knowledge--the inquiring mind.
5. A feeling for other people and the ability to live and work in harmony.
6. An understanding of government and a sense of civic responsibility.
7. Loyalty to United States and the American way of life.
8. Knowledge of world affairs and the inter-relationships among peoples.
9. A well cared for, well developed body.
10. An emotionally stable person prepared for life's realities.
11. A sense of right and wrong--a moral standard of behavior.
12. Enjoyment of cultural activities--the finer things of life.

13. Information and guidance for wise occupational choice.
14. Specific training for placement in a specific job.
15. The homemaking and handyman skills related to family life.
16. Management of personal finances and wise buying habits.

These sixteen tasks were used by the researchers as a basis for an opinionnaire to be completed by respondents involved in education. A booklet (see Appendix A) was designed by the researchers at the University of Chicago which indicated that the person completing the Opinionnaire was being asked for his opinion only. Respondents were also asked for information about their occupation, age, income, years of education, sex, number of children in school, and contacts with the public school. Section two of the booklet contained instructions for the ranking of the sixteen tasks. The members of the public were asked to assume that they had a pupil in high school and that the school board, for financial reasons, found it necessary to decrease the number of services or functions it was presently providing. The respondent was asked to imagine that the school board was asking his opinion on his priorities of functions or tasks as a guideline for the budget deletions that had to be made.

Use of The Tasks of Public Education Opinionnaire by Andrews

In 1958-59 Andrews administered The Task of Public Education Opinionnaire to a sample of the public and professional people of Alberta. Dr. Andrews was then Associate Professor in the Division of Educational Administration, Faculty of Education, University of Alberta. He had been asked by Downey (1960) to administer The Tasks of Public Education Opinionnaire to a group of public and professional persons outside the

United States to increase the depth of his study. At the same time, Andrews received assistance from the Alberta Royal Commission on Education (1957) to sample the public and professional opinion on the tasks of education, (Andrews, 1959). A sample of residents of school divisions and counties was used as a basis for the rural sampling of the public. The number from each area was based on the approximate proportion of their population to that of Alberta. Twenty-five hundred respondents were considered as the total. The superintendent of schools of each district was asked for a specific number of returns from people representative of their district in terms of occupations, religion, years of education, and sex. In general, the groups used were farmers' organizations, service clubs, church groups, Home and School Associations, and labour unions. The total number surveyed for the province was 2,999.

The teacher sample was composed of teachers from ten elementary and ten high schools from each of the school divisions and counties, and the same number from the city of Grande Prairie. Fifty elementary and fifty high school teachers from each of the cities of Edmonton and Calgary were also included. The total number of elementary school teachers sampled for the province was 216. Two hundred and ten high school teachers were sampled. The teachers were asked to sort the tasks in order of importance as emphasized in their own classrooms.

Andrews found that there was a considerable amount of agreement among all groups regarding the three most important tasks at the high school level. These were:

- (a) Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge.
- (b) A continuing desire for knowledge--the inquiring mind.
- (c) The habit of weighing facts and imaginatively applying them to the solution of problems.

The major differences between public opinion and the practises in the schools were the higher importance placed by the public on the non-academic, practical, vocational tasks, and the lower emphasis placed on the tasks having to do with cultural activities, citizenship, and intellectual development.

Andrews analyzed eight variables: occupation, income, age, sex, religion, education, and ethnic origin. He found that the education of the respondent was the best predictor of opinion of the tasks of school.

Use of The Tasks of Public Education Opinionaire by Faber

In 1964 Charles F. Faber (chairman of the Department of Education Administration, Nashville, Tennessee) used The Tasks of Public Education Opinionaire to determine the importance of the tasks of education as viewed by prospective teachers. The results showed a general agreement that the most important outcome of schooling was the ability to acquire and transmit knowledge. This was closely followed by the social and personal tasks. The tasks dealing with the productivity of the student were rated lowest.

When the responses of the prospective teachers were analyzed by Faber according to geographical region, age, race, religion, sex, occupation of father, and income, the occupation of the father was found to be the best predictor of educational belief as shown by the ranking

of the sixteen tasks.

Use of The Tasks of Public Education Opinionnaire by AuCoin

AuCoin (1967) used The Tasks of Public Education Opinionnaire to sample the views of the principals of the secondary schools in Alberta on the importance of the sixteen listed tasks. One hundred and fifty of 285 principals were asked for their opinions. The tasks given the top four positions by the principals were:

- (a) a continuing desire for knowledge
- (b) the habit of weighing facts and imaginatively applying them to a solution of problems
- (c) a feeling for other people and the ability to live and work in harmony
- (d) efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge.

It was apparent from the above study that there had been some shift in the emphasis placed on educational tasks within the schools as determined by Andrews (1959). For example, the task ranked fourth (d above) was ranked first by Andrews' (1959) teachers. However, the intellectual tasks were still emphasized and those dealing with vocational choice ranked in a similar position to those of the teachers in Dr. Andrews' (1959) earlier study.

CHAPTER III

RESEARCH PROCEDURE

I. SAMPLE

In order to test the hypotheses listed in Chapter I a sample of the opinion of teachers who had had contact with vocational education was required. A sample of public opinion was also obtained to give an added dimension to the study.

The sample of teachers and public was limited to the city of Edmonton. The first vocational school in Alberta was opened in Edmonton in the fall of 1963. Figures published for the school term 1968-69 by R. H. Cunningham, Inspector of Vocational Education for the Department of Education, showed a total of 1900 vocational students in Edmonton. The teachers and public in this city have had substantial contact with the changes that resulted from the introduction of vocational education since the last sample of public opinion in 1958-59.

Vocational and academic teachers on the staffs of the three schools in the city with vocational facilities were asked to complete The Tasks of Education Opinionnaire. The school staffs sampled were from Harry Ainlay Composite High School, Jasper Place Composite High School, and Victoria Composite High School.

Of a possible total of 344 replies 195 (53.8%) were received. The staff members were reminded twice to return the Opinionnaires by each of the assistant principals who administered the instrument in each school.

The public sample was obtained from adult education classes held in Victoria Composite High School. In order to obtain opinions from individuals differing in age, education, and occupation, the public surveyed were those registered in general interest and academic upgrading courses. One hundred and ten replies were received from adult students in the following classes: Science 10 and 20, Bookkeeping for Business Men and Women, Business Machines 30, Automotives I and II, Painting for Beginners and Intermediates, and Reading Improvement. All students who were present on the evening that the instrument was administered completed an Opinionnaire, so that there was a 100% return of the Opinionnaire from the public section.

II. INSTRUMENTATION

The Tasks of Public Education Opinionnaire used by Andrews in his 1959 study was administered to the public sample noted above. Instructions accompanying the Opinionnaire directed the respondents to fill out the personal data sheet. They were asked to sort the tasks of the Opinionnaire in order of importance for the high school only. The Opinionnaire employed by Andrews was used with the modifications noted below:

- (a) "Loyalty to America and the American way of life" was revised to read, "Loyalty to Canada and the Canadian way of life".
- (b) Respondents were asked not to complete the question in section one on race or religion as these questions are in

violation of the Canadian Human Rights Act. Respondents were not required to complete the third page of section one which dealt with personal contacts of the respondent with the school or teachers.

The teachers were asked to follow essentially the same procedure, but as in Andrews' study, were asked to sort the tasks in order of importance as practised in their classrooms. They were also asked to indicate whether they taught vocational subjects and their years of teaching experience. These special instructions to teachers are found in Appendix B of this study.

III. STATISTICAL PROCEDURE

Data obtained from the opinionnaires were processed by the IBM 360/67 computer at the University of Alberta. Initial calculations, namely the recording of the frequency of choices for each task and analysis of the profile of the respondents were performed manually. Because the responses were ordinal in nature and because normal distribution could not be assumed, non parametric statistic tests were employed.

The rank ordering of the sixteen tasks was established in the following manner. The respondents were asked to place the tasks in order of importance into seven pockets provided on the back page of the Opinionnaire booklet. The pockets into which the tasks were sorted by the respondents were assigned ordinal numbers from one to seven. The task which was ranked in the most important pocket was assigned an

ordinal value of seven; the task which was ranked in the least important pocket was assigned a value of one. The intermediate selections were assigned values as follows: six to the next two most important, five to the next three most important, four to the next four tasks in the center pocket in the instrument. Numbers of three and two were assigned to the next three and two most important tasks. For each task a frequency distribution of seven categories was formed. The tasks were then ranked according to the relative sizes of the medians.

The variability from the median for each group and for each task was determined by computing the quartile deviation or "Q". Garrett (1958) stated:

Since "Q" measures the average distance of the quartile points from the median, it is a good index of score density at the middle of the distribution. If the scores in the distribution are packed closely together, the quartiles will be near one another and the "Q" will be small. If the scores are widely scattered, the quartile will be relatively far apart and "Q" will be large.

Judgment of agreement of the respondents within each group could, therefore, be made as follows:

value of "Q" - less than .500 - very high agreement

value of "Q" - close to .500 - high agreement

value of "Q" - close to .750 - fairly high agreement

value of "Q" - close to 1.000 - very low agreement

Comparisons of the present ranking of teachers were then made with those of teachers in 1958 (Andrews, 1958), the public sample of 1958 (Andrews, 1958), the principal's sample of 1967 (Aucoin, 1967) and the public sample of 1968.

The variables of age, sex, income, years of education, major subject area of teaching, years of teaching, teacher or public and school in which respondent taught were tested for statistical differences in affecting ranking by the application of the Kolmogorov-Smirnov two-sample test. This test determines whether two independent samples were drawn from the same population. Siegel (1956) states that this test can be applied to a large sample (over 40), to small samples and to those with unequal populations. The significance of the differences in ranking for each classification or variable was determined by computing the chi-square. The null hypothesis was rejected when the differences observed were significant at the .01 and .05 level of confidence. Significant differences at the 0.10 level of confidence were also reported.

CHAPTER IV

ANALYSIS OF DATA

The data collected from the sample of teachers and public opinion are presented in four sections. These sections are:

- (a) Analysis of the Sample
- (b) Data Respecting the Population Profile
- (c) Data Respecting the Ranking of the Tasks by Teachers and Public
- (d) Data Respecting the Testing of the Hypotheses Related to Personal Variables.

The data on ranking did not lend itself to analysis of statistical significance. Therefore, the discussion of the hypotheses regarding the ranking of the tasks of public education (1-5) was presented in a non-statistical form.

The discussion of the hypotheses regarding the personal variables is presented in a statistical manner using non-parametric statistics. The Kolmogorov-Smirnov two-sample test employing chi-square values was used for this analysis.

I. ANALYSIS OF THE SAMPLE

Examination of Table 1 reveals that of the 75 possible replies from Harry Ainlay Composite High School, 61 Opinionaires (81.3%) were completed. Of these 61 replies, 11 were from vocational teachers, representing 73.3% of the 15 possible.

TABLE 1
NUMBER OF TEACHER REPLIES BY TOTAL STAFF
AND VOCATIONAL TEACHERS SURVEYED

Composite High School	Total Possible Teachers	Completed Returns		Vocational Teachers (part of Total Possible Teachers)		
		Opinionaires	% Returned	Teachers	Returns	% Returned
Harry Ainlay	75	61	81.3	15	11	73.3
Jasper Place	132	66	50.0	20	15	75.0
Victoria	<u>137</u>	<u>68</u>	<u>49.9</u>	<u>36</u>	<u>18</u>	<u>50.0</u>
Total	344	195	53.8	71	44	61.9

Of the 132 possible replies from Jasper Place Composite High School, 66 Opinionnaires (50.0%) were completed. Of these 66 replies, 15 were from vocational teachers, representing 75.0% of the 20 possible.

Of the 137 possible replies from Victoria Composite High School, 68 Opinionnaires (49.9%) were completed. Of these 68 replies, 18 were from vocational teachers, representing 50.0% of the total 36 possible.

Thus, approximately half the total teaching staff in the schools sampled cooperated in completing the Opinionnaire, even though a follow-up reminder was made to each staff by an assistant principal in the school. These data are shown in Table 1.

II. SAMPLE PROFILE

For purposes of analysis, each of the categories of age, income, and years of education were divided into three categories. The category of sex was divided into male and female; years of teaching were divided into two categories--beginning and certified teachers. Table 2 shows that a high percentage of teachers sampled ranged from 26 to 45 years of age (65.7%); were predominately male (74.4%); had an income of between \$4,000.00 and \$10,000.00 (53.9%); had over 17 years of education (62.6%); and had taught at least three years (83.1%). In addition, Table 2 shows the categories for each characteristic investigated and the total teacher profile.

Table 3 shows the public sample profile. The age of the public sample also tended to be in the 26 to 45 age group (51.7%). The majority of replies were from males (77.3%); the income level was in

TABLE 2

PROFILE OF TEACHERS SURVEYED CATEGORIZED BY
AGE, SEX, INCOME, YEARS OF EDUCATION, YEARS OF TEACHING

Characteristic	Composite High School					
	Harry Ainlay N=61		Jasper Place N=66		Victoria N=68	
	N	%	N	%	N	%
<u>Age</u>						
0 - 25	3	4.9	7	10.6	7	10.3
26 - 45	45	73.8	47	71.3	36	52.8
46 - 65	13	21.3	12	18.1	25	36.9
	61	100.0	66	100.0	68	100.0
<u>Sex</u>						
Male	49	80.3	52	78.8	44	64.7
Female	12	19.7	14	21.2	24	35.3
	61	100.00	66	100.0	68	100.0
<u>Income</u>						
0 - 3,999	0	0	0	0	0	0
4,000 - 9,999	23	37.7	44	66.7	38	55.9
10,000 and over	38	62.3	22	33.3	30	44.1
	61	100.0	66	100.0	68	100.00
<u>Years of Education</u>						
1 - 12	0	0	0	0	0	0
13 - 16	12	19.7	36	54.6	25	36.8
17 - 20	49	80.3	30	45.4	43	63.2
	61	100.0	66	100.0	68	100.0
<u>Years of Teaching</u>						
0 - 3	8	13.1	21	31.8	4	5.9
3 - 40	53	86.9	45	68.2	64	94.1
	61	100.0	66	100.0	68	100.0

TABLE 3
 PROFILE OF PUBLIC SURVEYED CATEGORIZED BY
 AGE, SEX, INCOME, YEARS OF EDUCATION

N = 110

Characteristic	Number	Percent
<u>Age</u>		
0 - 25	42	38.1
26 - 45	56	51.0
46 - 65	<u>12</u>	<u>10.0</u>
	110	100.0
<u>Sex</u>		
Male	85	77.3
Female	<u>25</u>	<u>22.7</u>
	110	100.0
<u>Income</u>		
0 - 3,999	24	21.8
4,000 - 9,999	69	62.7
10,000 and over	<u>17</u>	<u>15.5</u>
	110	100.0
<u>Years of Education</u>		
1 - 12	91	82.7
13 - 16	12	10.9
17 - 20	<u>7</u>	<u>6.4</u>
	110	100.0

the \$4,000.00 to \$9,999.00 range; and the years of education were below 13 (82.7%).

Comparison of the teacher and public sample indicated a wide divergence in years of education which in turn was reflected in the income of the two groups. However, two of the public sampled had less than twelve years of education and income of over \$10,000.00.

III. RANKING OF TASKS OF PUBLIC EDUCATION OPINIONAIRE BY TEACHER SAMPLE

Table 4 shows that teachers ranked two of the tasks of the intellectual dimension, 35 (the continuing desire for knowledge) and 34 (weighing facts for problem solving) in the first and second positions with fairly high agreement ($Q = 0.87$ and 0.78 respectively). The third choice, 33 (efficient use of the three R's) was placed in that position with very low agreement ($Q = 1.0$).

Two tasks were ranked with high agreement. These were 37 (a sense of civic responsibility) ($Q = 0.67$) in the eighth place and 46 (homemaking skills related to family life) ($Q = 0.67$) in the sixteenth position. Note also in Table 4 that in addition to the first and second choices noted above, there was fairly high agreement on the ranking of 36 (ability to live and work in harmony) ($Q = 0.71$) fourth and 39 (knowledge of world affairs) ($Q = 0.70$) sixth and 43 (enjoyment of cultural activities) ($Q = 0.75$) tenth.

The following tasks were ranked with a low amount of agreement:

38 ($Q = 0.93$) (Loyalty to Canada), fifteenth

TABLE 4

THE RANKING OF THE TASKS OF PUBLIC EDUCATION

BY TEACHERS IN 1968 AND AGREEMENT ON THE RANKING OF THESE TASKS

N = 195

Task Number	Task Designation	Rank	Median	Quartile Range (Q)
32	Fund of information	11	3.354	1.412
33	Efficient use of the 3 R's	3	5.380	1.032
34	Weighing facts for problem solving	2	5.799	0.776
35	Continuing desire for knowledge	1	5.908	0.8662
36	Live and work in harmony	4	4.904	0.7158
37	Civic responsibility	8	4.099	0.6680
38	Loyalty to Canada	15	2.972	0.9312
39	Knowledge of world affairs	6	4.347	0.7088
40	A well cared for body	14	3.038	0.9320
41	Emotionally stable person	5	4.428	1.053
42	Sense of right and wrong	7	4.136	0.965
43	Enjoyment of finer things in life	10	3.659	0.7506
44	Occupational choice	9	3.952	0.814
45	Training for job placement	12	3.216	1.058
46	Homemaking skills	16	1.912	0.667
47	Management of personal finances	13	3.070	0.804

"Q" less than 0.500 - very high agreement

"Q" close to 0.500 - high agreement

"Q" close to 0.750 - fairly high agreement

"Q" close to 1.000 - very low agreement

- 40 ($Q = 0.93$) (A well cared for body), fourteenth
- 42 ($Q = 0.96$) (A moral standard of behavior), seventh
- 44 ($Q = 0.81$) (Occupational choice), ninth
- 47 ($Q = 0.80$) (Management of personal finances), thirteenth.

The remaining four items were ranked as follows with very low agreement:

- 32 ($Q = 1.41$) (Fund of information about many things), eleventh
- 33 ($Q = 1.03$) (Efficient use of the 3 R's), third
- 41 ($Q = 1.05$) (Emotionally stable person), fifth
- 45 ($Q = 1.06$) (Training for job placement), twelfth.

IV. RANKING OF TASKS OF PUBLIC EDUCATION BY THE PUBLIC SAMPLE

Table 5 indicates that the public sample showed much lower agreement on the ranking of the tasks than the teachers. Every task was chosen at least once for each of the sixteen positions. Therefore, even the tasks rated in the first and second positions showed very low agreement.

The following tasks were ranked with fairly low agreement:

- 34 ($Q = 0.99$) (Weighing facts for problem solving), third
- 36 ($Q = 0.99$) (Ability to live and work in harmony), fourth
- 37 ($Q = 0.92$) (Sense of civic responsibility), tenth
- 39 ($Q = 0.81$) (Knowledge of world affairs), sixth
- 44 ($Q = 0.99$) (Wise occupational choice), seventh
- 47 ($Q = 0.94$) (Management of personal finances), twelfth.

TABLE 5

RANKING OF THE TASKS OF PUBLIC EDUCATION BY A PUBLIC
SAMPLE IN 1968 AND AGREEMENT ON THE RANKING OF THESE TASKS

N = 110

Task Number	Task Designation	Rank	Median	Quartile Range (Q)
32	Fund of information	11	3.447	1.288
33	Efficient use of the 3 R's	2	4.928	1.309
34	Weighing facts for problem solving	3	4.844	0.998
35	Continuing desire for knowledge	1	5.167	1.164
36	Live and work in harmony	4	4.529	0.993
37	Civic responsibility	10	3.767	0.917
38	Loyalty to Canada	14	3.155	1.100
39	Knowledge of world affairs	6	4.237	0.806
40	A well cared for body	15	3.100	1.165
41	Emotionally stable person	9	4.036	1.123
42	Sense of right and wrong	5	4.250	1.040
43	Enjoyment of finer things in life	13	3.367	1.245
44	Occupational choice	7	4.222	0.995
45	Training for job placement	8	4.113	1.132
46	Homemaking skills	16	2.607	1.054
47	Management of personal finances	12	3.393	0.935

"Q" less than 0.500 - very high agreement
 "Q" close to 0.500 - high agreement
 "Q" close to 0.750 - fairly high agreement
 "Q" close to 1.000 - very low agreement

The remaining ten tasks had "Q" values which were 1.0 or greater and therefore showed a very low agreement on the rankings. The rank based on the median values, for these tasks was as follows:

- 32 (Q = 1.23) (Fund of information), eleventh
- 33 (Q = 1.31) (Efficient use of the 3 R's), second
- 35 (Q = 1.16) (Continuing desire for knowledge), first
- 38 (Q = 1.10) (Loyalty to Canada), fourteenth
- 40 (Q = 1.16) (Well cared for body), fifteenth
- 41 (Q = 1.12) (Emotionally stable person), ninth
- 42 (Q = 1.04) (Sense of right and wrong), fifth
- 43 (Q = 1.25) (Enjoyment of finer things of life), thirteenth
- 45 (Q = 1.13) (Training for job placement), eighth
- 46 (Q = 1.05) (Homemaking skills related to family life), sixteenth.

V. COMPARISONS IN RANKINGS

Teachers in 1958 and 1968

Reference to Table 6 shows that teachers in the 1958 and 1968 samples ranked five of the sixteen tasks in the same position. This ranking included the number one position being given to 35 (a continuing desire for knowledge). Priority was still given to the intellectual tasks--33 (efficient use of the 3 R's) and 34 (the habit of weighing facts for problem solving) were ranked second and third respectively in 1958 and third and second respectively in 1968. Task 32 (a fund of information about many things) slipped from ninth to eleventh position in 1968.

TABLE 6

COMPARISONS OF THE RANKING OF THE TASKS OF PUBLIC EDUCATION

MADE BY TEACHERS IN 1958 AND 1968 AND PRINCIPALS IN 1967

Task Category	Task No.	Teachers 1958 N = 210 (Andrews, 1958)	Total of Rank Points	Teachers 1968 N = 195	Total of Rank Points	Principals 1967 N = 285 (AuCoin, 1967)	Total of Rank Points
Intellectual	32	9	15	11	17	12	19
	33	2		3		4	
	34	3		2		2	
	35	1		1		1	
Social	36	5	32	4	33	3	32
	37	8		8		8	
	38	13		15		14	
	39	6		6		7	
Personal	40	12	33	14	36	11	32
	41	7		5		5	
	42	4		7		6	
	43	10		10		10	
Productive	44	11	56	9	50	9	53
	45	14		12		15	
	46	16		16		16	
	47	15		13		13	

Two of the tasks in the social dimension--37 (understanding of government) and 39 (knowledge of world affairs) were ranked as eighth and sixth respectively by the teacher samples in both 1958 and 1968. Task 36 (the ability to live and work in harmony) was ranked fifth in 1958 and fourth in 1968; task 38 (loyalty to Canada) slipped from thirteenth to fifteenth position in 1968.

Only one task in the personal dimension was given the same rank in both 1958 and 1968 by teachers. Task 43 (enjoyment of the finer things of life) was ranked tenth by both groups. The other three tasks in the personal dimension were ranked as follows: 40 (a well cared for body), fourteenth in 1968, twelfth in 1958; 41 (an emotionally stable person) fifth in 1968, seventh in 1958; 42 (a sense of right and wrong) seventh in 1968, fourth in 1958.

Three of the tasks in the productive dimension were given a higher rank in 1968 than in 1958. One received the same rank. Task 44 (guidance for occupational choice) was ranked ninth in 1968, eleventh in 1958; task 45 (training for job placement) was ranked twelfth in 1968, task 47 (management of personal finances) was ranked thirteenth in 1968, fifteenth in 1958. Task 46 (homemaking skills related to family life) was ranked sixteenth by both groups.

When the totals of the ranks for each category were compared, some slight shifts in emphasis between 1958 and 1968 could be seen. Low totals indicated high priorities in the classroom. There seemed to be slightly less emphasis placed by teachers on the intellectual and personal tasks (two and three points respectively) and more on the productive tasks (six points) in the 1968 sampling.

Teachers and Principals

Table 6 shows that when the teachers' ranking in 1968 was compared with that of the principals of Alberta in 1967 (AuCoin, 1967) the same general trends could be seen. The intellectual tasks were considered to be the most important by the respondents in both studies, but the category total was four points greater than that of the teachers of 1958 and two points greater than the total for the 1968 rating. This would indicate less importance in the classroom in both cases. The totals for the tasks of the social dimension were almost the same for both groups. There was a difference of one point in the 1968 ranking made by teachers. The tasks of the personal dimension were given higher ranking (indicating lower priorities) by the principals in 1967 than either the teachers in 1958 (one point difference) or the teachers in 1968 (four points difference). The productive tasks were again given the lowest priorities by both teachers (1968) and principals (1967). However, the total rank points given by principals was lower than those given by the teachers of 1958 (three points). The ranking total of the principals (1967), however, was not as low as that of the teachers in 1968 (three points lower).

Eight tasks were ranked in the same position by principals in 1967 and teachers in 1968. These were:

- 35 (a continuing desire for knowledge), first
- 34 (weighing facts for problem solving), second
- 41 (an emotionally stable person), fifth
- 37 (an understanding of government), eighth

- 44 (guidance for occupational choice), ninth
- 43 (enjoyment of cultural activities), tenth
- 47 (management of personal finances), thirteenth
- 46 (homemaking skills related to family life), sixteenth.

Reference to Table 6 shows that six of the remaining tasks were ranked with only one point difference. These were 32 (fund of information), 33 (efficient use of the 3 R's), 36 (ability to live and work in harmony), 38 (loyalty to Canada), 39 (knowledge of world affairs), and 42 (a sense of right and wrong). The remaining two were ranked with a difference of three points. These were 40 (a well cared for body) and 45 (training for job placement).

Public in 1958 and 1968

Examination of Table 7 reveals that the public sampled in 1968 ranked only four tasks, 41 (an emotionally stable person), 46 (homemaking skills related to family life), 47 (management of personal finances) and 34 (weighing facts for problem solving) in the same position in both studies. These were ranked ninth, sixteenth, thirteenth, and third respectively.

When the category totals were compared it could be seen that the public sampled in 1968 placed more emphasis than the public sampled in 1958 on the intellectual tasks (a three point shift) and less emphasis on the personal dimension tasks (three point shift). The social and productive dimensions showed approximately the same totals (one point difference).

TABLE 7
COMPARISONS OF THE RANKING OF THE TASKS OF PUBLIC EDUCATION
MADE BY PUBLIC IN 1958 AND 1968

Task Category	Task No.	Public 1958 N=2999 (Andrews, 1958)	Total of Rank Points	Public 1968 N=110	Total of Rank Points
Intellectual	32	14	20	11	17
	33	1		2	
	34	3		3	
	35	2		1	
Social	36	5	33	4	34
	37	7		10	
	38	13		14	
	39	6		6	
Personal	40	11	39	15	42
	41	9		9	
	42	4		5	
	43	15		13	
Productive	44	6	44	7	43
	45	10		8	
	46	16		16	
	47	12		12	

The tasks of the intellectual dimension were ranked by the public as follows:

- 32 (fund of information about many things), eleventh in 1968, fourteenth in 1958
- 33 (efficient use of the 3 R's), second in 1968, first in 1958
- 35 (a continuing desire for knowledge), first in 1968, second in 1958.

The tasks of the social dimension were given the following rankings by the public:

- 36 (ability to live and work in harmony), fourth in 1968, fifth in 1958
- 37 (an understanding of government), tenth in 1968, seventh in 1958
- 38 (loyalty to Canada), fourteenth in 1968, thirteenth in 1958
- 39 (knowledge of world affairs), sixth in 1968, eighth in 1958.

The personal dimension tasks were ranked as follows:

- 40 (a well cared for body), fifteenth in 1968, eleventh in 1958
- 42 (a sense of right and wrong), fifth in 1968, fourth in 1958
- 43 (enjoyment of cultural activities), thirteenth in 1968, fifteenth in 1958.

The two tasks of the productive dimension which changed in rank were:

- 44 (guidance for occupational choice), seventh in 1968, sixth in 1958
- 45 (training for job placement), eighth in 1968, tenth in 1958.

Teacher and Public Sample in 1968

Table 8 shows that the teacher and the public sample in 1968 ranked five tasks in the same way. These were 32 (a fund of information about many things) eleventh, 35 (a continuing desire for knowledge) first, 36 (ability to live and work in harmony) fourth, 39 (knowledge of world affairs) sixth, and 46 (homemaking skills related to family life) sixteenth.

When the category totals were compared, both the teacher and the public sample gave the same weighting to the intellectual tasks and almost the same weighting (one point difference) to social tasks. The areas of difference were in the personal and productive dimensions. The teachers considered personal tasks more important than the public (a difference of six points) and the tasks of the productive dimension less important than the public (a difference of seven points). Reference to Table 6 shows that in 1958 similar trends could be seen. Note, however, that there was a twelve point spread in the productive category total of the teachers and the public in both 1958 and 1968.

VI. TESTING THE PERSONAL VARIABLE HYPOTHESES

Hypothesis 6

There is no significant differences in the ranking of the tasks of education based on the age of the teachers.

Table 9 shows the three age categories and the chi-square values resulting from the comparison of the rankings.

Table 9 shows that when the choices of the young and middle-aged teachers were compared, the null hypothesis was rejected for item

TABLE 8

COMPARISONS OF THE RANKING OF THE TASKS OF PUBLIC EDUCATION

MADE BY TEACHERS IN 1968 AND PUBLIC IN 1968

Task Category	Task No.	Teachers 1968 N=195	Total of Rank Points	Public 1968 N=110	Total of Rank Points
Intellectual	32	11	17	11	17
	33	3		2	
	34	2		3	
	35	1		1	
Social	36	4	33	4	34
	37	8		10	
	38	15		14	
	39	6		6	
Personal	40	14	36	15	42
	41	5		9	
	42	7		5	
	43	10		13	
Productive	44	9	50	7	43
	45	12		8	
	46	16		16	
	47	13		12	

TABLE 9

EFFECT OF AGE ON RANKING OF THE

TASKS OF PUBLIC EDUCATION BY TEACHERS IN 1968

Task	Task Designation	Age Groups 0-25 years N=17 26-45 years N=113		Age Groups 0-25 years N=17 46-65 years N=113		Age Groups 26-45 years N=113 46-65 years N=53	
		Chi-square		Chi-square		Chi-square	
32	Fund of information	4.261		4.084		0.402	
33	Efficient use of the 3 R's	8.439**		11.238**		6.428**	
34	Weighing facts for problem solving	3.964		0.2990		7.314**	
35	Continuing desire for knowledge	2.933		1.3160		3.302	
36	Live and work in harmony	5.214***		2.173		4.644	
37	Civic responsibility	7.852**		0.459		3.150	
38	Loyalty to Canada	2.244		1.371		4.464	
39	Knowledge of world affairs	2.762		2.173		0.457	
40	A well cared for body	0.638		3.074		6.644**	
41	Emotionally stable person	0.307		1.442		1.207	
42	Sense of right and wrong	0.471		1.009		0.945	
43	Enjoyment of finer things in life	3.498		5.968**		1.116	
44	Occupational choice	3.030		1.119		0.786	
45	Training for job placement	1.777		2.279		2.064	
46	Homemaking skills	1.510		3.395		3.317	
47	Management of personal finances	5.448***		1.648		0.714	

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

33 (efficient use of the 3 R's) and item 37 (civic responsibility) at the .05 level of confidence. Note also significance of the relationship at the 0.1 level of confidence for item 36 (ability to live and work in harmony) and item 47 (management of personal finances).

When the choices of the young and older teachers were compared, the null hypothesis was rejected on item 33 at the .01 level of confidence and item 43 at the .05 level of confidence. Item 43 refers to the enjoyment of the finer things of life and item 33 to the efficient use of the 3 R's.

When the choices of the middle aged and older teachers were compared, the null hypothesis was rejected at the .05 level of confidence for items 33, 34, and 40. These items were:

33 (efficient use of the 3 R's)

34 (the habit of weighing facts for problem solving)

40 (a well cared for body).

The frequency of item choice of the respondents indicated the reason for the rejection of the null hypothesis. On item 33 (efficient use of the 3 R's) the teachers as a whole ranked the item as the third most important in their classroom. However, over 30% of the middle aged group ranked this item in this position while only approximately 30% of the young teachers and approximately 12% of the older teachers put item 33 in this category. Twice the number of older teachers ranked this task the most important.

Item 34 (weighing facts for problem solving) ranked second by all the teachers, was placed second by about 40% of the older teachers while approximately 25% of the middle aged placed this item in second position.

Item 40 (a well cared for body) was chosen fourteenth by the total teachers. When the choices of the middle aged and older teachers were compared, the older teachers showed a much greater tendency to rank this task sixth to tenth in importance.

Item 43 (enjoyment of cultural activities) had a rank of tenth in importance in the classroom. When the choices of the young and older groups were compared, the older group showed a marked tendency to put this task at a higher position than the younger teachers. About 30% of the young teachers ranked this task in the last three positions while only about 14% of the older group placed this task in a similar rank order.

Hypothesis 7

There is no significant differences in the ranking of the tasks of education based on the years of teaching of the respondents.

Table 10 shows the ranking by the two groups of teachers based on years of teaching (those who were not permanently certificated and those who had been teaching longer than two years in the province).

The chi-square values associated with the ranking of the teachers indicated that there were no significant differences in the choices made according to the length of teaching. Therefore, the null hypothesis was not rejected.

TABLE 10
EFFECT OF YEARS OF TEACHING ON THE RANKING OF THE
TASKS OF PUBLIC EDUCATION BY TEACHERS IN 1968

Task Number	Task Designation	Years of Teaching	
		0 - 2 N = 33	3 - 40 N = 139
		Chi-square value	
32	Fund of information	4.385	
33	Efficient use of the 3 R's	0.924	
34	Weighing facts for problem solving	3.261	
35	Continuing desire for knowledge	0.135	
36	Live and work in harmony	0.234	
37	Civic responsibility	3.384	
38	Loyalty to Canada	3.343	
39	Knowledge of world affairs	0.713	
40	A well cared for body	2.208	
41	Emotionally stable person	0.185	
42	Sense of right and wrong	3.543	
43	Enjoyment of finer things in life	0.593	
44	Occupational choice	2.555	
45	Training for job placement	0.447	
46	Homemaking skills	0.279	
47	Management of personal finances	1.843	

* Significant at .01 level

** Significant at .05 level

***Significant at .10 level

Hypothesis 8

There is no significant differences in the ranking of the tasks of education based on the major subject area taught, classed as academic or vocational.

Table 11 shows the chi-square values which indicate the null hypothesis was rejected on item 44 (information and guidance for wise occupational choice) at the .01 level of confidence. For items 45 (training for job placement) and 46 (the homemaking and handyman skills related to family life) chi-square values indicated a relationship at the 0.10 level of confidence. Inspection of the frequency of choice indicated that the vocational teachers ranked task 44 higher in importance in their classrooms than the academic teachers. This trend toward higher ranking was also evident in the vocational teacher rankings of items 45 and 46.

Hypothesis 9

There is no significant differences in the rankings of the tasks of education based on the income of the teacher.

The null hypothesis was rejected at the .05 level of confidence on item 35 (a continuing desire for knowledge) when the choice of teachers on medium and high incomes was compared. This comparison was indicated in Table 12. This item was ranked in the number one position by the teacher group as a whole. Teachers with high incomes did not put this item (35) in the number one position as often as those in the middle income group. Those with the high incomes preferred item 33 (efficient use of the 3 R's) as their first choice.

TABLE 11

EFFECT OF MAJOR SUBJECT AREA TAUGHT ON RANKING OF THE TASKS

PUBLIC EDUCATION BY TEACHERS IN 1968

Task Number	Task Designation	Major Subject Area	
		Academic N = 131	Vocational N = 51
		Chi-square value	
32	Fund of information	1.561	
33	Efficient use of the 3 R's	1.566	
34	Weighing facts for problem solving	2.820	
35	Continuing desire for knowledge	1.002	
36	Live and work in harmony	2.332	
37	Civic responsibility	1.662	
38	Loyalty to Canada	2.105	
39	Knowledge of world affairs	2.142	
40	A well cared for body	5.001***	
41	Emotionally stable person	2.099	
42	Sense of right and wrong	2.937	
43	Enjoyment of finer things in life	3.396	
44	Occupational choice	9.574*	
45	Training for job placement	5.559***	
46	Homemaking skills	5.483***	
47	Management of personal finances	0.729	

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

TABLE 12
EFFECT OF INCOME ON THE RANKING OF THE TASKS OF
PUBLIC EDUCATION BY TEACHERS IN 1968

Task Number	Task Designation	Income	
		Medium \$4,000-9,999 N = 117	High \$10,000 & Up N = 76
		Chi-square value	
32	Fund of information	4.215	
33	Efficient use of the 3 R's	2.340	
34	Weighing facts for problem solving	0.818	
35	Continuing desire for knowledge	6.317**	
36	Live and work in harmony	3.615	
37	Civic responsibility	0.847	
38	Loyalty to Canada	2.596	
39	Knowledge of world affairs	1.538	
40	A well cared for body	1.116	
41	Emotionally stable person	0.183	
42	Sense of right and wrong	0.793	
43	Enjoyment of finer things in life	2.445	
44	Occupational choice	1.126	
45	Training for job placement	2.347	
46	Homemaking skills	3.362	
47	Management of personal finances	0.682	

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

Hypothesis 10

There is no significant differences in the rankings of the tasks of education based on the years of education of the teachers.

The chi-square values at the 0.10 level of confidence for item 35 (a continuing desire for knowledge) is noted. The chi-square values are shown in Table 13. As noted above, this item was ranked first by the group as a whole. Those teachers with the most years of education did not rank item 35 first as often as those with thirteen to sixteen years of education.

Hypothesis 11

There is no significant differences in the ranking of the tasks of education based on the sex of the teacher.

The relationship at the 0.10 level of confidence for tasks 41 (an emotionally stable person) and 47 (management of personal finances) is noted. The chi-square values can be found in Table 14. Inspection of the frequency of choice indicated that males ranked task 41 lower on the scale than the females. However, item 47 was given higher priority by the males in their classrooms.

Hypothesis 12

There is no significant differences in the rankings of the tasks of education by the public and the teachers.

Table 15 shows the chi-square values and the ranking given each task by each group. The null hypothesis was rejected on eight of the items. The following were rejected at the .01 level of confidence:

TABLE 13
EFFECT OF YEARS OF EDUCATION ON RANKING OF THE
TASKS OF PUBLIC EDUCATION BY TEACHERS IN 1968

Task Number	Task Designation	Years of Education	
		13 - 16 N = 72	17 - 20 N = 111
		Chi-square value	
32	Fund of information	1.194	
33	Efficient use of the 3 R's	0.889	
34	Weighing facts for problem solving	0.693	
35	Continuing desire for knowledge	5.819***	
36	Live and work in harmony	2.911	
37	Civic responsibility	0.266	
38	Loyalty to Canada	0.252	
39	Knowledge of world affairs	0.191	
40	A well cared for body	1.228	
41	Emotionally stable person	1.841	
42	Sense of right and wrong	1.073	
43	Enjoyment of finer things in life	1.950	
44	Occupational choice	3.458	
45	Training for job placement	2.729	
46	Homemaking skills	1.096	
47	Management of personal finances	0.407	

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

TABLE 14
EFFECT OF TEACHER SEX ON THE RANKING OF
THE TASKS OF PUBLIC EDUCATION

Task Number	Task Designation	Sex	
		Male N = 133	Female N = 50
		Chi-square value	
32	Fund of information	0.677	
33	Efficient use of the 3 R's	1.602	
34	Weighing facts for problem solving	0.238	
35	Continuing desire for knowledge	3.042	
36	Live and work in harmony	0.447	
37	Civic responsibility	1.775	
38	Loyalty to Canada	0.955	
39	Knowledge of world affairs	0.487	
40	A well cared for body	1.902	
41	Emotionally stable person	5.129***	
42	Sense of right and wrong	4.139	
43	Enjoyment of finer things in life	3.825	
44	Occupational choice	1.403	
45	Training for job placement	1.894	
46	Homemaking skills	1.298	
47	Management of personal finances	5.579***	

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

TABLE 15

COMPARISON OF THE PUBLIC AND TEACHER RANKING

OF THE TASKS OF PUBLIC EDUCATION IN 1968

Task Number	Task Designation	Public & Teachers N = 110 N = 195 Chi-square value	Ranking by Public Sample	Ranking by Teachers Sample
32	Fund of information	0.446	11	11
33	Efficient use of the 3 R's	3.709	2	3
34	Weighing facts for problem solving	21.930*	3	2
35	Continuing desire for knowledge	10.892*	1	1
36	Live and work in harmony	8.012**	4	4
37	Civic responsibility	6.391**	10	8
38	Loyalty to Canada	2.312	14	15
39	Knowledge of world affairs	1.171	6	6
40	A well cared for body	2.118	15	14
41	Emotionally stable person	2.562	9	5
42	Sense of right and wrong	0.711	5	7
43	Enjoyment of finer things in life	13.695*	13	10
44	Occupational choice	6.946**	7	9
45	Training for job placement	17.731*	7	12
46	Homemaking skills	20.369*	16	16
47	Management of personal finances	4.636	12	13

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

- 34 (habit of weighing facts for problem solving)
- 35 (a continuing desire for knowledge)
- 43 (enjoyment of cultural activities)
- 45 (training for job placement)
- 46 (homemaking and handyman skills related to family life).

The following were rejected at the .05 level of confidence:

- 37 (an understanding of government)
- 36 (ability to live and work in harmony)
- 44 (guidance for wise occupational choice).

It should be noted that items 35, 36, and 46 were ranked in the same position by the public and the teachers. This was the result of different percentages of each group having ranked these items in these positions. The frequency of choices showed that approximately twenty-nine percent of the teacher group ranked item 35 in the first position and only fourteen percent of the public ranked it in first position. Item 35 was considered to be more important by the teachers. Item 46 was ranked by approximately 8% of the teachers in the sixteenth position while approximately 3% of the public placed it in this position.

Hypothesis 13

There is no significant difference in the rankings of the tasks of education by teachers from each of the three schools sampled.

Table 16 shows that the null hypothesis is rejected at the .01 level of confidence on item 39 (knowledge of world affairs and inter-relationships among peoples) when the staff choices of Jasper Place

TABLE 16
EFFECT OF A SPECIFIC SCHOOL ON THE RANKING OF THE TASKS OF
PUBLIC EDUCATION BY TEACHERS IN 1968

Task No.	Task Designation	School 1&2 N=49 & 66	School 1&3 N=49 & 68	School 2&3 N=66 & 68
		Chi-square	Chi-square	Chi-square
32	Fund of information	2.326	3.818	6.362**
33	Efficient use of the 3 R's	1.464	0.923	0.623
34	Weighing facts for problem solving	0.716	5.973***	3.701
35	Continuing desire for knowledge	2.159	1.077	0.991
36	Live and work in harmony	2.396	2.732	0.358
37	Civic responsibility	4.282	1.427	5.484***
38	Loyalty to Canada	0.974	1.412	1.798
39	Knowledge of world affairs	12.967*	2.285	5.245***
40	A well cared for body	4.488	1.879	1.798
41	Emotionally stable person	1.594	0.488	2.707
42	Sense of right and wrong	1.108	0.586	2.299
43	Enjoyment of finer things in life	0.190	0.414	0.544
44	Occupational choice	3.643	3.264	0.293
45	Training for job placement	4.350	5.231***	0.179
46	Homemaking skills	0.208	0.193	0.559
47	Management of personal finances	1.712	0.382	0.673

* Significant at .01 level

** Significant at .05 level

*** Significant at .10 level

School 1 - Harry Ainlay Composite High School

School 2 - Jasper Place Composite High School

School 3 - Victoria Composite High School

Composite High School were compared with the staff choices of Harry Ainlay Composite High School. When the staff choices of Harry Ainlay Composite High School were compared with those of Victoria Composite High School, the chi-square values at the 0.10 level of confidence on items 34 (the habit of weighing facts for problem solving) and 45 (training for placement in a job) are noted. Item 32 (a fund of information about many things) was rejected at the .05 level of confidence when the choices of Victoria Composite High School teachers were compared with those of the teachers of Jasper Place Composite High School. Items 39 (knowledge of world affairs) and 37 (understanding of government) had chi-square values at the .10 level of confidence.

An analysis of the choices of the school staffs with respect to item 39 (knowledge of world affairs) (ranked sixth by the total group) showed that the Harry Ainlay Composite High School staff ranked this item higher than either of the other two staffs. The teachers from Victoria Composite High School ranked item 32 (a fund of information) in the lower half of the scale while teachers from Jasper Place Composite High School placed it about equally in each of the ranks except in the number one position. This item was ranked eleventh in the overall choice.

More teachers from Victoria Composite High School placed item 34 (ranked second by the total group) in the first position than those from Harry Ainlay Composite High School. Item 45 (ranked twelfth by the total group) was placed by the Victoria Composite High School staff in the top half of scale while those at Harry Ainlay Composite High School placed this item in the lower half of the scale.

VII. SUMMARY OF FINDINGS

Ranking Agreement

Teachers and public in 1968 considered the intellectual tasks to be most important and the productive tasks least important. However, the agreement among the teachers and the public on the ranking of each task was not great. Where 0.500 represents very high agreement and 1.000 very low agreement, only the tasks ranked eighth and sixteenth showed fairly high agreement in ranking by the teachers. Four of the tasks had values of 1.0 or greater, indicating very low agreement on ranking. In the public samples the lowest "Q" value was 0.8 and ten tasks had "Q" values of over 1.0.

Comparisons in Rankings

Very little change had occurred in the ranking of the tasks of public education when those of the teachers of 1968 were compared with those made by principals (AuCoin, 1967) and the ones made by teachers in 1958 (Andrews, 1958). The intellectual tasks were still considered to be the most important in the classroom, followed by those of the social dimension. Less importance was given by teachers to the personal tasks and more to the productive tasks in 1968 than in the other two samplings.

The public sampled showed little change in the ranking of the tasks in The Tasks of Public Education Opinionnaire. Intellectual tasks were considered more important than in 1958 (Andrews, 1958). These were followed in importance by the social tasks, as they were in 1968. The tasks of the personal dimension were ranked next in importance in both

1958 and 1968 followed by the tasks of the productive dimension. The tasks of the productive dimension were given greater importance by the public in both 1958 and 1968 than by the teachers in both years.

Variables Affecting Ranking

- (a) Age affected the ranking of task 33 (efficient use of the 3 R's) for all three age groups (0 - 25, 26 - 45, 46 - 65). The middle aged teachers ranked this as a much more important item than the other two groups. Age also affected the ranking of task 34 (the habit of weighing facts for problem solving) when the middle aged and older teachers were compared. The older group considered this task more important. The older group of teachers also ranked item 40 (a well cared for body) in a higher position than the middle aged teachers.
- (b) Years of teaching had no significant effect on the rankings of the teachers.
- (c) When academic and vocational teachers' rankings were compared, the null hypothesis was rejected on item 44 (information and guidance for wise occupational choice). Vocational teachers considered this to be a more important task in their classrooms than teachers of academic subjects, as indicated by their higher rankings for this item. Their emphasis on the productive tasks was also evident at the .10 level of significance on items 45 (training for job placement) and 46 (homemaking and handyman skills related

to family life).

- (d) Comparison of the choices of teachers with medium incomes (\$4,000 - \$9,999) with those whose incomes were high (\$10,000 - over \$14,000) showed that teachers with the medium incomes put item 35 (a continuing desire for knowledge) in the number one position more often than their higher paid colleagues.
- (e) In the teaching profession, income depends on years of education and years of teaching. It should be noted that the ranking of item 35 was affected by income as well as years of education. Teachers with 13 - 16 years of education placed more emphasis on item 35 (a continuing desire for knowledge) than those with 17 or more years of education.
- (f) The sex of the respondent did not significantly affect the ranking of any of the tasks. However, the chi-square values at the 0.10 level of significance on items 41 and 47 were noted. Females ranked item 41 (an emotionally stable person) higher than the males. The males ranked item 47 (management of personal finances) higher than the females.
- (g) There was a significant difference in the way the public and the teachers ranked the following tasks:
 - 34 (the habit of weighing facts for problem solving)
 - 35 (a continuing desire for knowledge)
 - 36 (ability to live and work in harmony)

37 (an understanding of government)

43 (enjoyment of cultural activities)

44 (information and guidance for wise occupational choice)

45 (training for job placement)

46 (homemaking and handyman skills related to family life).

For five of these eight items, the rankings of the two groups were different. However, on items 32, 35, and 46, the rankings were the same. This resulted from the averaging of the wide differences in rankings. A larger percentage of the teachers than the public ranked item 32 as the most important. Item 35 was considered to be more important by the teachers, while a higher percentage of the teachers ranked item 46 as the least important task more often than the public.

- (h) The school in which the teachers taught had a significant effect on the ranking of two tasks. Item 39 (knowledge of world affairs) was preferred by the Harry Ainlay Composite High School staff when compared to the placing of this task by the staff of Jasper Place Composite High School. Item 32 (a fund of information about many things) was considered to be more important by the staff of Jasper Place Composite High School than the staff of Victoria Composite High School. The ranking of item 34 (a habit of weighing facts for problem solving) and 39 (an understanding of government) were also affected by the school in which the respondent taught.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. THE PROBLEMS

This study investigated the opinion of senior high school teachers in Edmonton and the public from the same city on the ranking of sixteen tasks of education as they were listed in The Tasks of Public Education Opinionnaire. The rankings of the tasks were compared with those made by teachers and the public in 1958 and principals in Alberta in 1967.

Various factors affecting the choices of the teachers and the public were also studied. These included age, sex, years of education, income, major area of teaching, school in which the respondent taught, and years of teaching.

II. THE SAMPLE

The teachers sampled were those in the three composite high schools in the public educational system which offered similar vocational education programs. Since the 1958 sample of teacher opinion by Andrews, these new half day vocational programs had been introduced into the senior high school system. One of the purposes of this study was to determine if this introduction of occupational-oriented courses had caused any change in the rankings of the sixteen tasks of education in The Task of Public Education Opinionnaire.

The public sampled were persons attending extension classes at one of the Vocational High Schools. At the time the sampling was done, night classes were conducted only in Victoria Composite High School. The classes chosen included those concerned with academic upgrading and general interest classes. Thus, there were persons with a wide range of age, years of education, and income included in the sample.

These members of the public were persons who would take a greater interest in what was happening in schools than those who had not made an effort to take a course. They, therefore, cannot probably be considered to be representative of the total public. However, as noted in the review of the literature, the public sample used by Andrews in his 1958 study included members of Home and School Associations, local farmers' groups, service clubs, church groups, and acquaintances of the county superintendents. Thus, the public sampled in 1958 was not a random selection. It would seem reasonable to assume that persons who joined Home and School Associations and service clubs would also take a greater interest in education than a randomly selected group of the same number.

III. PROCEDURES

The public sampled was asked to complete the section on personal data in Section A of The Tasks of Public Education Opinionnaire and to rank the tasks in the order of their importance as a theoretical guideline to a school board in budget cutting. Teachers were asked to complete the personal data section and to rank the tasks according to the

importance placed on them in their classrooms. The results provided an indication of the present school practices in the composite high schools and the concerned public's expectations.

In interpreting the findings, it should be understood that there was no implication that any specific group of persons, either public or professional, should have determined educational policy. This study did not make any judgment on how well the tasks which teachers considered to be the most important were being accomplished.

The tasks, as sorted by the respondents were given values of seven (most important) to one (least important). For each task a frequency distribution of seven categories was formed and the median for each distribution determined. The tasks were then ranked according to the sizes of the medians. The variability from the median for each task for the teachers and the public was determined by computing the quartile deviation. This provided an indication of the kind of agreement on the ranking of each task. The effect of the factors of age, sex, years of teaching, major area of teaching, years of education, income, teacher or public on the ranking of the tasks was determined by application of the Kolmogorov-Smirnov two-sample test. Chi-square values were used to determine the statistical significance of the factors noted above.

IV. SUMMARY OF FINDINGS

The findings:

1. Teachers in 1968 considered the intellectual tasks to be most important in their classrooms. This was shown by the

ranking of three of the four of the intellectual tasks in the first three positions.

2. Teachers in 1968 considered the productive tasks to be the least important in their classrooms. This was shown by the ranking of three of the four tasks in the productive dimension in the last five positions.
3. Agreement on the rankings of the tasks was not high, even for the tasks ranked in the first three positions. "Q" values were all over 0.5.
4. The public sampled in 1968 agreed in the ranking of the most and least important tasks. However, agreement on these two rankings within the public sample was even lower than that of the teachers. "Q" values were all over 0.8.
5. Both the public and the teachers in 1968 agreed that the social tasks were next in importance to the intellectual ones, followed by those of the personal dimension.
6. The public sampled in 1968 ranked two of the productive tasks in a higher position than did teachers.
7. Very little change had taken place in the way teachers and public ranked the tasks in 1958 and 1968 and in the way principals ranked them in 1967. The teachers and the public in 1968 were in greater agreement on the importance of each of the dimensions (as shown by rank totals) than they were in 1958.
8. The age of the teacher affected the ranking of item 33

(efficient use of the 3 R's). The middle aged teacher ranked this item higher than the other two age groups. Older teachers considered item 34 (the habit of weighing facts for problem solving) and item 40 (a well cared for body) more important than the middle aged teacher.

9. Teachers whose major area of instruction was vocational considered items 44 (guidance for wise occupational choice), 46 (homemaking and handyman skills related to family life), and 45 (training for job placement), to be more important in their classrooms than teachers of other subject areas.
10. Teachers in the middle income range (\$4,000 - \$9,999) and who had 13 - 16 years of education, placed greater emphasis on item 35 (a continuing desire for knowledge) than teachers with high incomes (\$10,000 and up) and 17 or more years of education.
11. The school in which the teacher taught affected the ranking of item 32 (a fund of information about many things) and item 39 (knowledge of world affairs).
12. The public and the teachers showed a significant difference in the way each group ranked the following tasks:
 - 34 (the habit of weighing facts for problem solving)
 - 35 (a continuing desire for knowledge)
 - 36 (ability to live and work in harmony)
 - 37 (an understanding of government)
 - 43 (enjoyment of cultural activities)

44 (information and guidance for occupational choice)

45 (training for job placement)

46 (homemaking and handyman skills related to family life).

V. CONCLUSIONS

Teachers and the public agreed that the intellectual tasks of education were of primary importance. The tasks of the social and personal dimensions were considered to be next in importance. Teachers and public both considered the productive tasks to be the least important ones for the school. However, the public placed greater emphasis on the productive tasks than the teachers by giving higher ranking to them as a whole. The teachers showed some change in the ranking of the productive tasks; they were given higher rankings than in 1958. Intellectual and personal tasks were given lower rankings than in 1958. However, the lack of agreement on the ranking in both groups indicates that no set of priorities for schools will please or satisfy many of the teachers or the public. This was also found to be the case in 1958 by Andrews.

The age of the teacher was the personal variable which most affected the choice of the rank of the tasks. Older teachers ranked the intellectual tasks in higher positions than the other two groups. Vocational teachers gave a higher rank to the productive tasks. Thus, a staff which had a wide variation in age and a vocational education department would probably have difficulty in reaching a consensus on purposes of the school, and the educational and budget priorities.

VI. RECOMMENDATIONS FOR FURTHER STUDY

1. It is recommended that a study be conducted to determine if teachers in schools which do not have vocational facilities have similar priorities in their classrooms to those sampled in this study.
2. It is recommended that The Tasks of Public Education Opinionnaire be administered to all high school staffs in the province, and the rankings analyzed in a manner similar to this study.
3. It is recommended that a study should be designed so that the public who responded to The Tasks of Public Education Opinionnaire would more nearly represent the taxpaying public. This would have particular significance in each city if plebiscites are needed to raise supplementary tax revenue for education.
4. It is recommended that the relationship between the school climate and philosophy and the ranking of the tasks should be explored. The finding in this study that the school in which the respondent taught had a significant effect on the ranking of some of the tasks indicates an area of further study.
5. It is recommended that a study of the rankings by pupils of the tasks in the Opinionnaire and a comparison of these rankings with those of teachers might point to areas of differences between teachers and students.

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A P P E N D I C E S

A P P E N D I X A

APPENDIX A

THE T.P.E. OPINIONAIRE

AN INSTRUMENT FOR OBTAINING OPINIONS

REGARDING

THE TASK OF PUBLIC EDUCATION

Midwest Administration Center

The University of Chicago

1

You are participating in a nationwide survey of the TASK OF PUBLIC EDUCATION, a project sponsored by the Midwest Administration Center, The University of Chicago.

The T.P.E. Opinionaire is not a test of your knowledge or skill. It is simply a device to record your opinions about the job of the public school.

In the first section, you are asked to provide certain information about yourself--but, you will note, we do not require your name. Information and opinions will not be identified with individuals.

Now please turn to section one and answer all questions to the best of your ability, being assured that your anonymity will be carefully protected.

SECTION ONE

7. Occupation designation: Please answer in terms of the head of the family.

A. Occupation _____

B. Industry, Business, or Place _____

8. Please circle the category which contains the annual income of the head of the family.

- | | | | |
|---|-------------------|---|------------------|
| 1 | less than \$2,000 | 5 | \$ 8,000 - 9,999 |
| 2 | \$2,000 - 3,999 | 6 | 10,000 - 11,999 |
| 3 | 4,000 - 5,999 | 7 | 12,000 - 13,999 |
| 4 | 6,000 - 7,999 | 8 | 14,000 and over |

9. Age _____ 10. Sex _____ 11. Race _____

12. Religious preference: Catholic ____, Protestant ____, Jewish ____, Other ____, None ____

13. Years of education (circle the highest grade completed):

												College				Graduate			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4

14. Have you ever been a teacher in a public school? _____

15. A. How many children do you have: None ____, below school age ____, in school ____, out of school ____.

- B. Have any of your children attended private or parochial school? (or will any attend?) Yes ____ No ____

C. Please check () any of the following statements which describe your present or past contacts with the public school.

Present Past

_____	_____	Member of the Board of Education.
_____	_____	Member of citizens planning or advisory committee.
_____	_____	Elected officer in a school-parents organization.
_____	_____	Attend meetings of a school-parents organization. Usually ____, Occasionally ____, Rarely ____.
_____	_____	Attend most school affairs which involve any child.
_____	_____	Make it a practice to meet my child's teacher.
_____	_____	Visit school occasionally and talk with teachers about my child's progress.
_____	_____	Talk with each of my children about his activities and progress at school.

D. Briefly describe any other contact or association you now have or have had with the public school. _____

SECTION TWO

4

If you attended a public school or have children attending public school, you will naturally have some feelings about the job of

the public school. Even if you feel no direct tie to the public school, as might be the case if you send your children to private schools, you pay taxes to support public schools, and you are called upon to vote on issues about the public schools. It is clear, then, that every adult has an opinion that counts about the relative importance of the various elements of the task of the public school.

Please assume for the next twenty or thirty minutes that you have a youngster in a public school. Assume, too, that this school, for financial reasons, finds it necessary to decrease the number of functions or services that it can perform. The Board of Education faces the problem of deciding which functions to drop and which to retain. As a parent, your opinion is sought by the Board.

You realize that children and young adults must learn many things--some from their homes, some from their church, and some from the public school. You must decide now which functions belong to the school and which are most important.

Now, imagine that pages 4 and 5 have been provided by the Board, that deal with the high school. Please read the instructions carefully and proceed as advised.

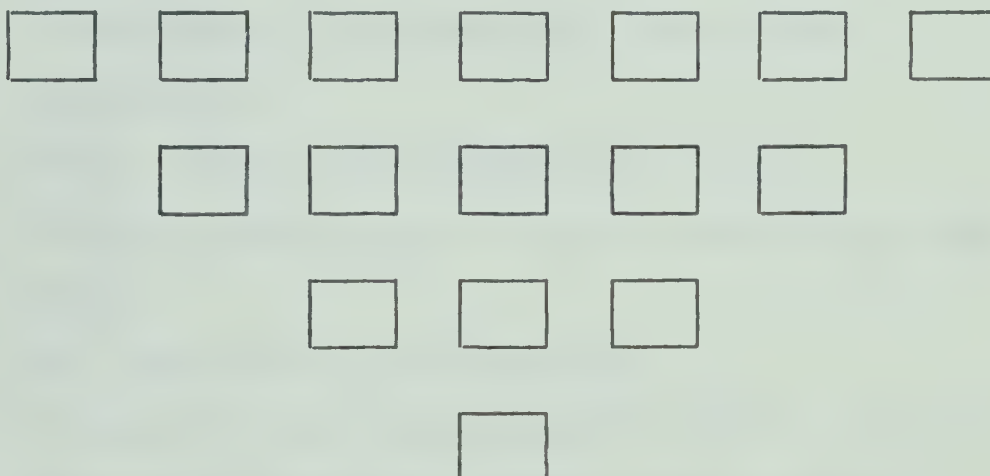
THE TASK OF THE PUBLIC HIGH SCHOOL

5

The services or functions your high school now performs are listed on the yellow cards attached to this page. Please indicate your opinion of their importance as tasks of the high school in the following ways:

First, read them carefully and sort them into three piles on the desk before you. On the left, place the three or four which you regard as most important. On the right, place the three or four which are least important. Place the remainder in a pile in the middle.

Now, sort them further into seven piles--the one most important in the first pile, the two next important in the second pile, three next important in the third pile, four in the fourth, three in the fifth, two in the sixth, and the one least important in the seventh. When you have finished, your sort will look like this:



Remember, you are not ranking these items simply in terms of their importance--but in terms of their importance as tasks of the public high school. When you are satisfied with your sort, place the cards in the slots attached as you have sorted them--one in slot 1, two in 2, and so on.

TASKS OF PUBLIC HIGH SCHOOL EDUCATION

- (32) A fund of information about many things.
- (33) Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge.
- (34) The habit of weighing facts and imaginatively applying them to the solution of problems.
- (35) A continuing desire for knowledge--the inquiring mind.
- (36) A feeling for other people and the ability to live and work in harmony.
- (37) An understanding of government and a sense of civic responsibility.
- (38) Loyalty to Canada and the Canadian way of life.
- (39) Knowledge of world affairs and the inter-relationships among peoples.
- (40) A well cared for, well developed body.
- (41) An emotionally stable person prepared for life's realities.
- (42) A sense of right and wrong--a moral standard of behavior.
- (43) Enjoyment of cultural activities--the finer things of life.
- (44) Information and guidance for wise occupational choice.
- (45) Specific training for placement in a specific job.
- (46) The homemaking and handyman skills related to family life.
- (47) Management of personal finances and wise buying habits.

A P P E N D I X B

APPENDIX B

MEMORANDUM

April, 1969

TO: Teaching Staff

FROM: Mrs. E. Pritchard, Assistant Principal, Victoria Composite
High School.

As part of the research for my Master's Thesis, I require the opinions of teachers who have taught in vocational schools.

This opinionnaire was used 10 years ago by Andrews in a study for the Cameron Commission. I am trying to find out if there has been a change in the public and professional ratings of 16 educational tasks listed on the perforated yellow card.

SPECIAL INSTRUCTIONS TO TEACHERS:

1. When listing occupation on Page 2, please indicate whether you teach in the vocational or academic subject area, and the number of years in the school.
2. Please ignore #11.
3. Section 2, Page 4. When sorting the tasks, sort them in terms of how you emphasize them in your classroom, rather than how you think they should be rated. (These two aspects may, of course, be the same.)

I would appreciate the return of the opinionnaires by the end of the week.

EP:ej

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